

★ ★ ★ ★ STORY MAP ★ ★ ★ ★

Student's Name: _____

Title: _____

Author: _____

Illustrator: _____

Setting: _____

Characters: _____

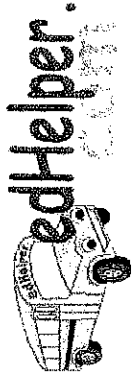
Beginning: _____

Middle: _____

End: _____

Reader's Conclusion (Problem/Solution): _____

Comprehension Skill: Use Story Structures



Name _____

Date _____

Title	Middle
Beginning	End

Comprehension Skill : Beginning, Middle, Ending

Name: _____ Date: _____

Character Report

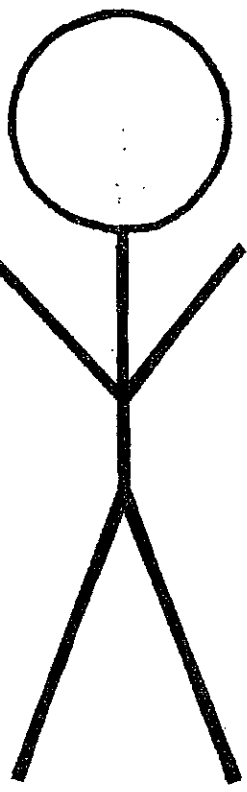
Title: _____

Character: _____

verbs

actions the character does

Handwriting practice lines for verbs, including a wavy top line, a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines.

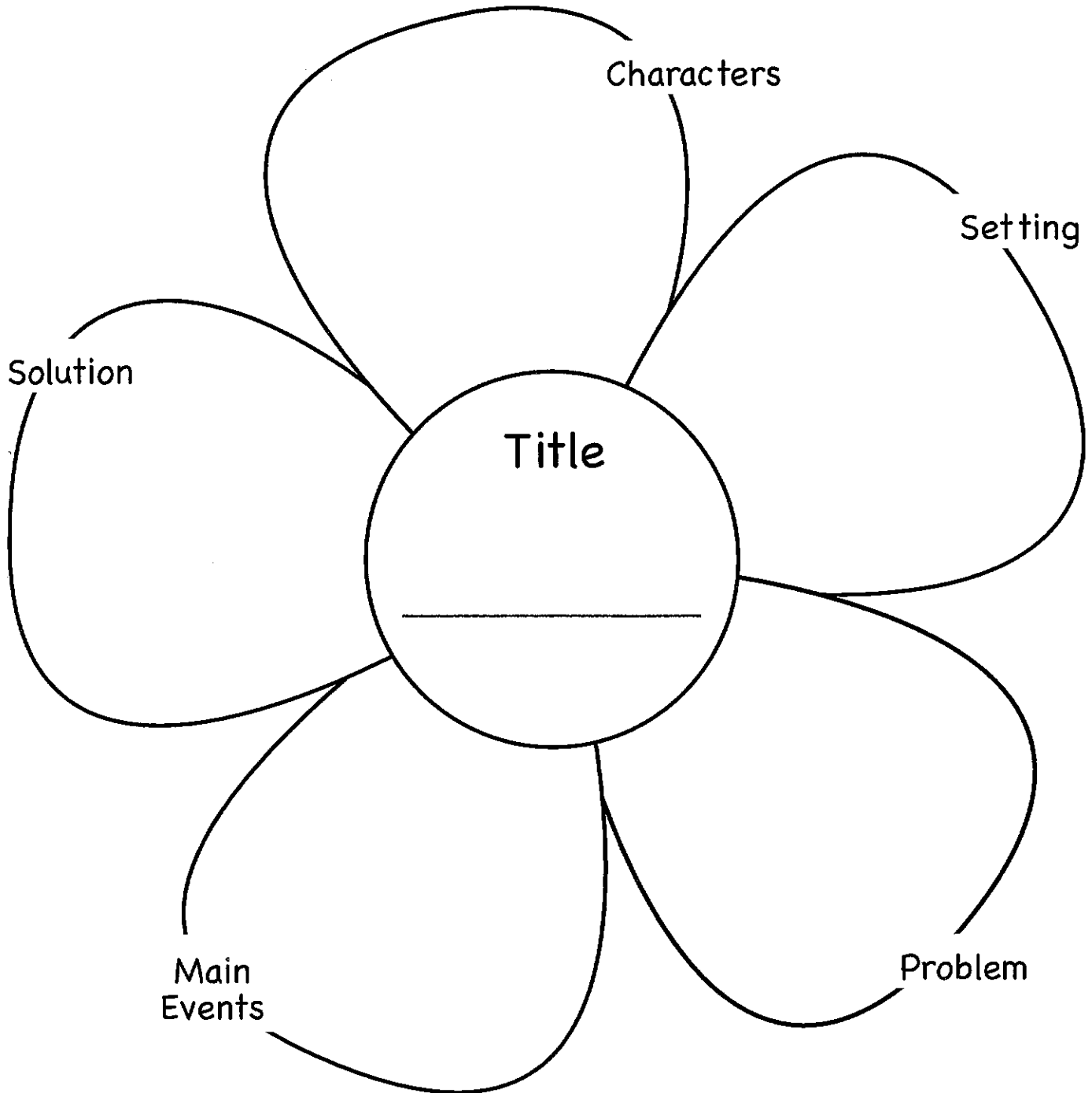


adjectives

words that describe the character

Handwriting practice lines for adjectives, including a wavy top line, a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines.

Name _____



Instructions: Have students write the book title in the center of the flower. Then have them write each important element from the story in the correct flower petal.

Name _____

Book Title: _____

Story Clues	+	What I Know	=	Conclusion

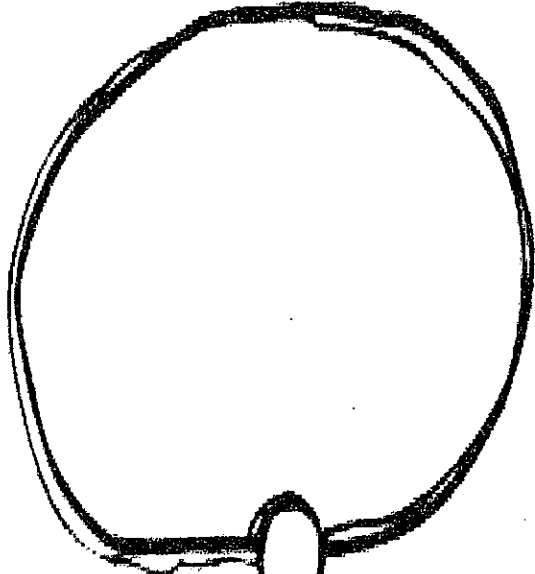
Instructions: Have students use clues from the text and what they already know to come to conclusions about characters or events in the book. Have them record the story clues, what they know, and their conclusions in the boxes.

Making Inferences

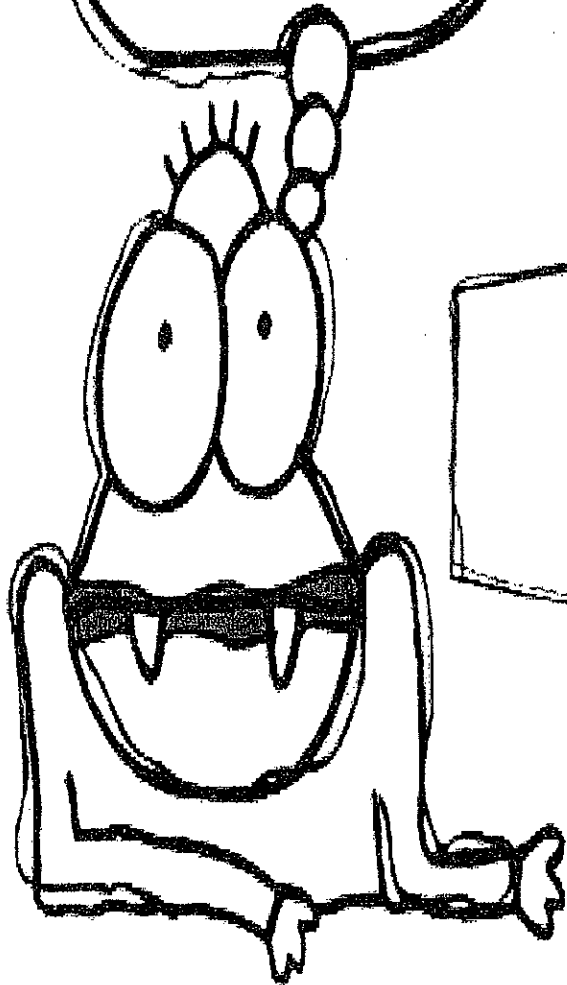
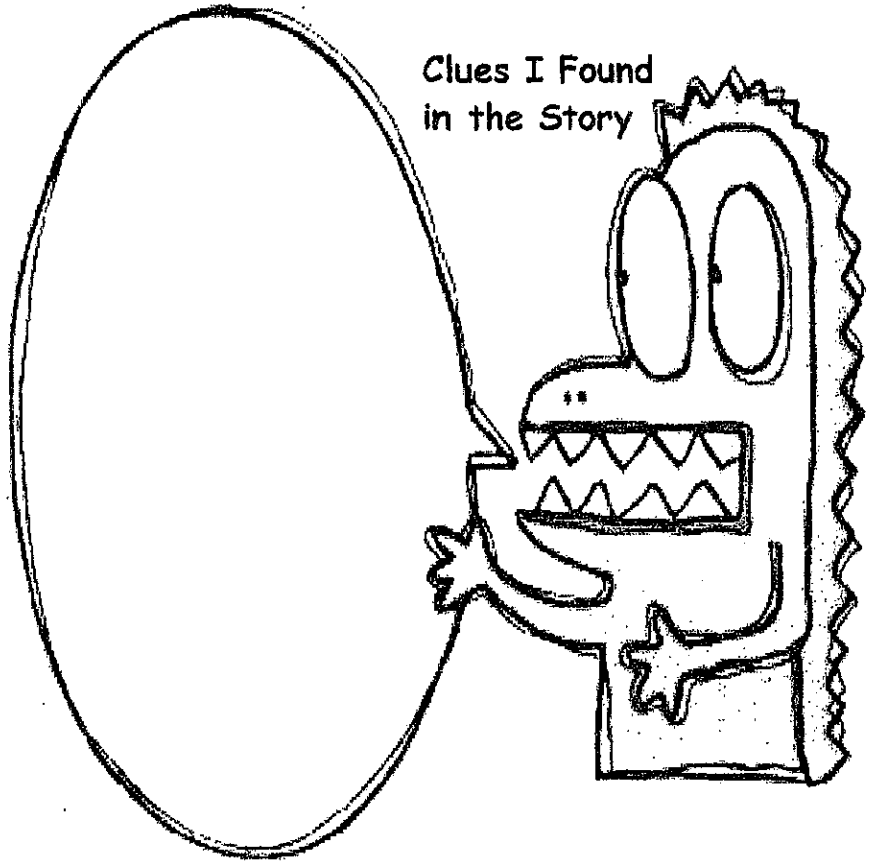
Name: _____

Think about what you know, and use what the author tells you to make inferences.

My Schema:
What I Know



Clues I Found
in the Story



What I Infer

